# Human Rights Commission Meeting

**Monday, April 6, 2026 at 1:00 PM**
**Remote Participation Only**

## Agenda

Pursuant to Chapter 2 of the Acts of 2025, the meeting and public hearing will be conducted with remote opportunities for participation. Remote participation and access opportunities include:

**ACCESS INFORMATION:**

A. This meeting will be held on Monday, April 6th, 2026 at 1:00 PM. Location: Remote Participation Only

B. The Public may join the virtual meeting online: https://watertown-ma.zoom.us/j/83346495428

C. Public may comment through email: dnewton@watertown-ma.gov

D. Please Visit the Human Rights Commission Website here: https://www.watertown-ma.gov/1195/Human-Rights-Commission

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1. Call to Order
2. Roll Call
3. Acceptance of Minutes
4. Discussion
   A. Human Rights Commission Needs Assessment Goals 1, 2, and 4: Communication, Community Inroads, and Engagement
   B. Criteria for Human Rights Commission Participation in Events
   C. Mapping of Human Rights Commission Stakeholders
   D. Human Rights Commission Involvement in Upcoming City Events
   E. Human Rights Commission Logo Update
5. Public Comment
6. Adjournment

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# WHRC Phase One Needs Assessment Summary Report

## Introduction

The Watertown Human Rights Commission (WHRC/the Commission) partnered with EP Strategies between June and December 2025 to conduct a phase one community needs assessment. This report summarizes needs assessment findings and presents recommendations in 3 sections: Overview of the needs assessment goals, process and participant demographics (p. 1-3), Key findings (p. 3-7) and Recommendations (p. 7-8). The Appendix (p. 9) offers a collective vision, and Endnotes (p. 10-11) include additional ideas from participants, acronyms, definitions and further details.

***Acknowledgements**: Thank you to community members who gave their time to support or participate, the Commission's Action Plan committee members and staff[i] and volunteers who supported this project. A special thanks to the Watertown Commission on Disability, which paid for the CART and ASL services provided during the disability focus group and to Kim Charlson, Chair, for her time and collaboration.*

## Overview of Goals, Process and Demographics

### Goals and Process

**Goals:** The WHRC's goals of this phase one needs assessment were to gain a clearer understanding of community concerns, barriers to inclusion, and opportunities for improvement through an equity, community centered and human rights lens. Additionally, the Commission wanted to capture baseline data to help measure its future progress.

**Process:** This process took place between July and December 2025. It included 6 diverse early stakeholder calls with community leaders, a review of neighboring towns' human rights-related tools/reports, 4 focus groups and 10 interviews with community members. EP Strategies also facilitated 2 working meetings with the Commission and participants to integrate their reflections on emerging findings and potential recommendations, before this report was finalized. An equity and community-centered approach was applied throughout the process.

**Design:** The design was informed by early stakeholder calls, census data, dialogue with the Commission's Action Plan committee and evaluation best practices applied through an equity lens. The design targeted populations which were *among* those most disproportionately likely to experience threats to human rights at the time. This was done through focus groups and/or interviews for the following groups:

1. Spanish speaking immigrants, via an in-person Spanish speaking focus group
2. People who identify as LGBTQIA+ via an in-person focus group and interviews
3. Persons with disabilities via a virtual focus group and interviews
4. Black community members via interviews

The following groups were also targeted to participate in interviews and focus groups: Those who were income, housing or food insecure and/or experiencing mental or behavioral health or substance use challenges; people belonging to Armenian, Asian, Middle Eastern, Indigenous, Muslim and Jewish ethnic and religious groups; and caregivers and non-caregivers of children. Recruitment efforts sought to capture a range of gender identities and ages, 18[ii] and older. Please note, other community members with varied lived experiences and who did *not* meet the categories described above were also included, for example EP Strategies and the WHRC held a general focus group for all groups/identities. *For further focus group- and interview- details please see the endnotes.*[iii]

**Limitations**[iv]: While all the limitations of this needs assessment will not be elucidated here, please note that these findings cannot be applied (extrapolated) to represent all Watertown community members or the subgroups captured (e.g., immigrants, LGBTQIA+ community or people with disabilities).

## Demographics

Thirty-five community members participated in focus groups and interviews. As the WHRC serves residents, employees and patrons of Watertown, all these groups were included, although our pool was predominantly residents. Four participants did not submit the form used to capture self-selected demographics and many participants who did submit the form, did not provide complete information. Therefore, these demographic data are estimates. *As a point of reference 3% equates 1 person.*

**Around 25% of participants:**

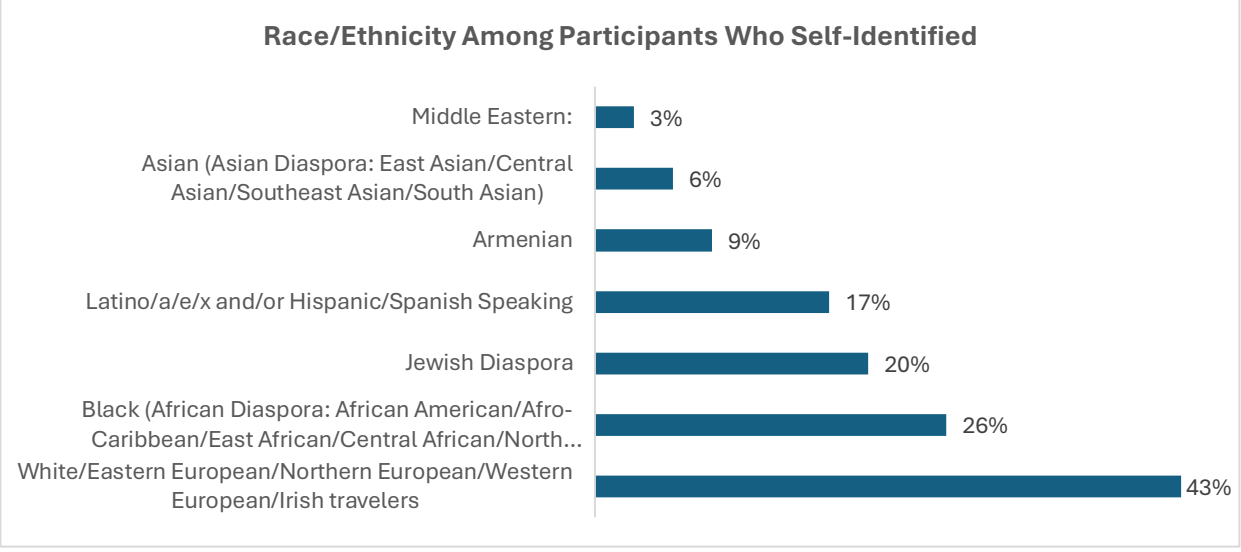
- Were experiencing challenges with mental or behavioral health (23%)
- Were other language speakers (26%)
- Were immigrants (20%)

**14% of participants were:**

- LGBTQIA+ identifying
- Housing, food or income insecure

**Close to 50% of participants were:**

- White
- Non-white (included here are Black, Latina/o/e/x, Asian and Middle Eastern community members)
- Parenting/caregivers of children
- Persons with disabilities[v]

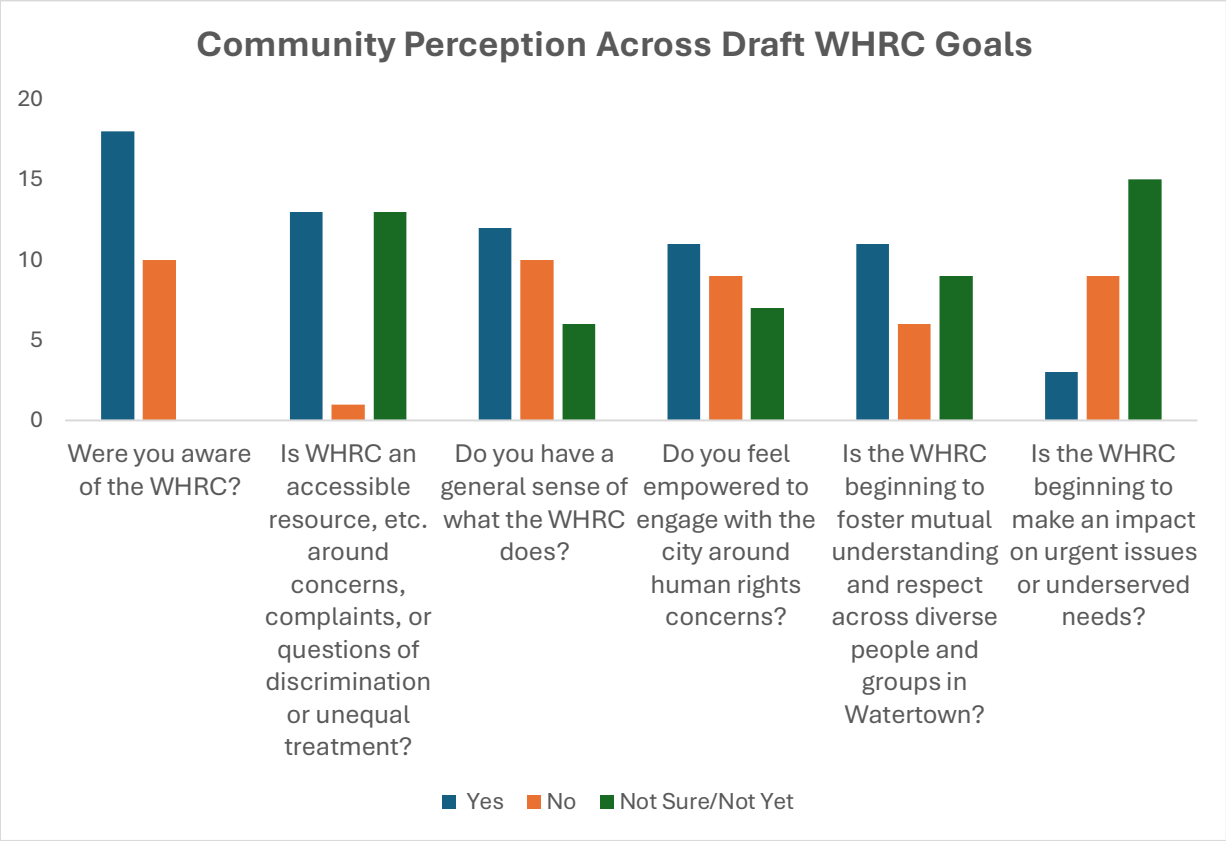


Participants ranged in age across three major categories: 18-35, 36-60, and 61 and older, with proportionately more participants who were 36 and older. There was also a mix of genders with proportionately more females as compared to males. The sample included one person who identified as non-binary and one person who identified as a transgender male.

# Key Findings

## Baseline Assessment of Progress Toward Goals

Participants were asked to respond Yes, No or Not sure/Not yet to 6 questions[vi] that tied to draft outcomes goals listed in the recommendations section. Responses were captured from between 26 and 28 of 35 participants for each question. Spanish speaking immigrant participants were among those whose responses were not captured due to how their focus group discussion was structured. Results in the chart below, which suggest the WHRC has room for growth across goals measured, serve as initial data against which the Commission can measure progress.




## Community Strengths

Overall, there was a strong sense that Watertown is generally a welcoming place where people and places show a lot of care for one another and commitment to diversity and inclusion.

The assessment found 4 key community strengths regarding inclusive participation and preventing and addressing discrimination:

1. **Community Events and Initiatives**. Participants most frequently mentioned Watertown Pride, followed by the Watertown Welcomes All (safe spaces) campaign[vii] as impactful efforts. Speaking to Watertown Pride, one participant explained *"…for Queer folks, it shows we exist and thrive in the community too";* Another participant reflected: *"It feels like a very special day for our family".* Participants also named the MLK Unity Breakfast, Faire on the Square, library events, Watertown Public Schools' (WPS) multi-cultural nights, campaigns against structural anti-black racism and arts fest.

> *"Watertown has a strong sense of community and initiatives and organizations dedicated to promoting inclusivity... this effort contributes to a welcoming environment..."*

2. **Commissions and Leadership.** Participants felt that the existence of a well-staffed Human Rights Commission and properly funded (and staffed) Commission on Disability, were strengths. Disability focus group participants also elevated several examples of effective action taken by the Commission on Disability. Participants asserted Watertown is one of the first communities to have captions for city council meetings and funding support generated by revenues from accessible parking violation fees. The Commission on Disability utilizes this funding for items such as the installation of automatic doors at the senior center[viii]. Among all participants, some also praised increases in access to city leaders, partnerships across city groups, and school and organizational leadership who promote social justice and community voice.
3. **Relative Inclusion and Safety**. Several participants felt that compared to certain neighboring cities/towns or other states, Watertown was safer and had fewer incidents of discrimination and a strong sense of belonging in certain areas (e.g., within neighborhoods, certain events and elementary school efforts).
4. **The Library and Other Places.** The library was the only space mentioned across interviews and multiple focus groups (LGBTQIA+, Spanish speaking immigrants and disability) as a very accessible, safe space with effective programming. Participants also mentioned the children's theatre at the Mosesian Center for the Arts and WPS's efforts that signal they care about creating a welcoming inclusive environment. WPS examples included the anti-bias coalition, diversity and belonging councils, school positions to support these initiatives, a youth summit, school messages in different languages and meetings about supporting immigrant families.

## Community Concerns

The assessment found 5 areas of community concern:

1. **Immigrant Rights and Safety.** Raised across all focus groups and some interviews, this theme included community emphasis on police partnership and accountability and safety for all. Community members were disturbed by the recent ICE[ix] abductions in Watertown, worried for people with and without documentation, and feared that an ICE surge like the one in Waltham would happen in Watertown. One participant was told by an ESL[x] teacher at one of the elementary schools that some kids are not coming to school because their families are afraid of ICE detaining them. Another participant highlighted the impact on all children, sharing her grandchild's remark: "I was at my desk, and my friend said her dad was taken by ICE last

> *"The immigrant community is under attack right now, so some of this community, they are also the population that are least likely to reach out to authorities because they don't know what might follow. "*

night". Displaying mixed feelings regarding local police, participants referenced both positive interactions with Watertown police, as well as recent court cases and a sexual discrimination lawsuit.

2. **Affordable, Accessible Housing.** This was a prominent need raised in the interviews and the disability and Spanish speaking immigrants focus groups. Participants specified that housing needs to be affordable for lower-income households/renters and accessible for people with all types of disabilities, including people using wheelchairs. Disability focus group participants emphasized that much of Watertown's residential housing has steps and that a percentage of accessible housing needs to be physically accessible.
3. **Incidents of Discrimination, Bias or Exclusionary Practices.** Incidents of discrimination or forms of bias or exclusion based on skin color, appearance, accent, disability, perceived income and/or ethnicity were happening in Watertown, though not all of the time or to everyone, even among shared-identity groups. Participants recounted:
    - **Incidents based on skin color:** These included being overlooked for a promotion, profiled while shopping and given higher rent prices than prospective white tenants.
    - **Incidents based on disability:** These included being denied access to a restaurant with a service dog and barriers to safety, inclusion and participation. Most barriers related to safety, such as consistent wheelchair access, smoothly paved sidewalks, proper signage, lighting, accessible pedestrian crossing signals and public air filtration and ventilation.
    - **Biases and failure to meet multi-faceted needs:** Some participants relayed how their intersecting needs and identities didn't fit people's assumptions. Imagine, for example, an immigrant family comprised of children with varied disabilities and two moms. It reduced participants' feelings of belonging when the burden was always on them to disclose their whole identities and advocate for their needs (whether their needs related to language or disability access, immigrant safety, LGBTQIA+ inclusion or all the above). Moreover, participants conveyed that when their needs were not understood and met in the context of their entire household, this could affect safety, community participation and access to education. For example, imagine the potential impact on screening results and education if the family described above seeks early intervention services for their preschooler, and the staff person screening the child uses activities that depict a mom and dad (versus two moms) and unfamiliar cultural references.
    - **Public facing symbolism and exchanges:** Other instances that reduced feelings of belonging included businesses that objected to posting the Watertown Welcomes All sticker meant to symbolize LGBTQIA+ inclusion and harmful social media comments.
4. **Watertown Public Schools Concerns**. Participants relayed incidents of bias or discrimination and questions about SPED (special education) and parent inclusion practices:
    - **Discriminatory incidents:** Participants recounted recent incidents of discrimination at the middle and high schools that they felt were met with a lack of appropriate school intervention. These were: students calling other students the "N" word; a student calling a queer student an LGBTQ-specific slur; antisemitic behavior; and xenophobic comments, e.g., "Go back to your country" and "In the US we speak English not Spanish".
    - **SPED:** Some, but not all, participants shared school-based concerns around SPED. They asked that the Commission learn more about gaps in inclusionary practices.
    - **Caregivers with disabilities**: Participants lifted areas where access could be improved for caregivers with disabilities who have children attending WPS, e.g., parent teacher

conference formats and locations, student learning platforms and effective accessible communication systems e.g., email or texts, and smartphones for emergency situations.

- **Trends in student impact.** While participants appreciated the commitment to social justice and DEIB[xi], some raised questions about what kind of impact the district, as a whole, is having on student education and access across diverse student needs.

5. **Access to Healthcare**. Access to quality affordable mental healthcare, especially for low income, Black and Brown, queer and disabled folks, was mentioned by several participants.

## Key Priority Groups

There were also key priority groups frequently mentioned by participants. These were community members who are:

- LGBTQ+, *specifically transgender*
- Immigrants *most likely to be profiled by ICE*
- Black, *with an emphasis on increased representation and inclusion in city and community leadership*
- People with disabilities, *including advancing safety and reasonable accommodations*

> *"You don't need to see a lot but you need to see a few or somebody that looks like you do."*

Participants also mentioned the importance of considering and honoring indigenous teachings, voices and history past and present.

## Opportunities for Improvement

Below are key areas for improvement raised by participants. The issue areas of communication, education and public schools arose across all (or almost all) focus groups and some interviews.

- **Communication.** Participants suggested that the Commission engage in regular communication (in multiple languages) to share information and continue to capture community needs from a wide range of everyday people and target groups. Participants suggested ideas[xii] for how the WHRC can share basic information about why it exists, what it does, what it cannot do, where it does and doesn't have teeth and upcoming events, workshops and options for how to plug in.
- **Education.** Community suggested the WHRC educate about basic rights (e.g., tenant rights, filing grievances) and resources available in Watertown[xiii]. Participants also think the WHRC could partner to educate children about issues ranging from disability awareness and acceptance to immigrant safety.
- **Community Building and Trust.** Participants offered ideas for building community and trust such as holding neighborhood chats and going to where people are (e.g., places of worship, barber shops, schools, markets and events). *More ideas are in the endnotes*[xiv]. One participant stressed that building trust is integral, but it takes time. Community feedback overwhelmingly suggested trust-building will require that the WHRC demonstrate responsiveness and action over time.
- **Public Schools.** Opportunities for improvement with WPS included that WHRC learn more about how it could support in addressing the status of SPED services and preventing and addressing incidents of discrimination (see "Community Concerns").

> *"At the same time, trust takes time, especially for those who have experienced discrimination. They should listen deeply before they take any step."*

- **Support for Immigrant Communities.** Participants wondered whether the Commission might take action, for example, through pursing certain binding agreements about working with ICE, ensuring the police are not accountable to ICE, establishing a legal fund for immigrants, and partnering with local businesses, WPS and WPD[xv] to enhance training for teachers and police.
- **Proactive Inclusion of Disability Community.** Participants with disabilities expressed frustration with their typical experience of being an afterthought, their needs only considered when *they* spoke up. Watertown has the opportunity to proactively get to know disabled community members and advance the Commission on Disability's priorities. Specific ideas to improve reasonable accommodation, physical safety and access can be found in the endnotes[xvi].
- **Events and Initiatives that Support Inclusion and Celebration.** Participants shared ideas[xvii] for how to celebrate diverse cultures, foods, dance, music, dress and expressions of joy and grief.
- **Affordable Accessible Housing and Mental Healthcare**. Please see "Community Concerns".
- **New Strategic Partnerships.** Participants offered several ideas for new WHRC partnerships.[xviii]

# Recommendations

The following recommendations are informed by key findings and lessons learned. They are categorized by the WHRC Action Plan committee's draft outcomes goals articulated at the beginning of this process. *Note, these draft outcomes goals are subject to change and were not formalized by the full Commission.*

**Goal 1:** Create and maintain visibility and awareness of the WHRC and the issues it is working to address.

1. **Communication:** Increase communication, while exploring partnerships to enable issue-area education opportunities. Share what the WHRC can and cannot do, with clarity and precision around its scope of influence. Consider data and framing, including why addressing human rights for groups experiencing disparities benefits everyone. Translate (at least into Spanish) and share this report (in accessible formats) with participants and the public.

**Goal 2:** Create and maintain trust with the WHRC across diverse community groups.

2. **Community Inroads:** Build connections into groups disproportionately likely to experience inequities or threats to human rights. Partner with stakeholders who have trusted relationships with these groups, e.g., staff at project literacy, the housing authority and Wayside, clergy, front line staff at Deaf Inc. and Perkins and barber-shop owners. Be intentional and seek expertise, if needed, on how to demonstrate deep listening, transparency, responsiveness and reciprocity. Consider liaisons to connect with Armenian and other ethnic/language groups as well as going to where people are. Bring community requested food and/or resources to meet people's immediate needs.

**Commission Function**
*Ideas from Community*

- Advocates for human rights, driving positive change and equality for all
- Wide and focused continuous community engagement
- Embeds across community; people feel comfortable reaching out
- Takes action that makes a difference
- Provides public answers to questions and concerns
- Is responsive
- Educates
- Connects; bridges across groups
- Measures the status of human rights
- Maintains progress; prevents backsliding

**Goal 3:** Have a positive impact on urgent issues and underserved needs.

3. **Spanish Speaking Immigrants**: Continue to pursue ways to support Spanish speaking and other immigrant groups, including considering ideas[xix] shared in this report. *Note, on December 9th,*

*2025, the WHRC submitted feedback to City Council about the city's recent contract to use the surveillance program, FLOCK, which has raised human rights concerns.*

4. **Affordable, Accessible Housing**: Assess how best to support and connect efforts underway.
5. **SPED and Incidents in Public Schools:** Speak to students, SEPAC[xx] and SPED[xxi] leadership to learn about SPED concerns, including WPS's recent "Needs Assistance" SPED rating. Speak to students and school leadership regarding incidents of discrimination and school response. Ask whether WPS uses ongoing anonymous student feedback. Reference the 2022 WPS equity audit and other available data for context.
6. **Disability Voice and Access:** Proactively engage diverse individuals and relevant groups e.g., Deaf Inc, Perkins, SEPAC and the senior center. Stay abreast of accommodation, safety and access needs, including those elevated by participants[xxii]. Support the Commission on Disability's priorities and use inclusive practices in the WHRC's activities and efforts to bridge across groups.

**Goal 4:** Have a positive impact on mutual understanding and respect amongst diverse people and groups.

7. **Community Engagement:** Use wide and tailored approaches to listen, learn and facilitate dialogue. Dedicate strategies to engage all walks of life across Watertown, groups most directly impacted by concerns highlighted in this report and people disproportionately likely to experience disparities in regard to human rights. *Recommendations are in the endnotes*.[xxiii]
8. **Social Cohesion:** Support events, initiatives and places that foster belonging including Watertown Pride and Library programming. Consider new ideas[xxiv] to celebrate diverse cultures.

**Goal 5:** Diverse members of community perceive and/or use WHRC as an accessible resource, referral and support around concerns, complaints or questions of discrimination or unequal treatment.

9. **Grievances:** Evaluate grievance processes for accessibility, accountability and community satisfaction. Consider integrating other accessible methods for people to share general concerns that match Commission capacity to consistently review and respond. For example, an open-ended form where community can flag issues that do not rise to the level of a "grievance", or other methods suggested by participants (see endnote xii).
10. **Bridges:** Connect stakeholders, e.g., city council and community groups. Link across issues (e.g., immigration and disability) to increase city partnerships and elevate people's holistic needs.

**WHRC Infrastructure to Support Action Items Above**

*Non-exhaustive supports needed for healthy organizational function and long-term change efforts*

- **Ongoing Listening and Evaluation:** Most importantly, engage in ongoing, inclusive listening efforts that are community informed. Continue to revisit the logic model drafted for this process to map activities to goals and shape future evaluation. Consider additional virtual methods and a survey to increase depth and reach, respectively (see endnotes iv and xxiii).
- **Funding:** The City Council should continue to review and honor funding requests from the WHRC to the fullest extent possible.
- **Capacity and Cohesion:** Periodically assess WHRC capacity to progress toward its goals. If needed, seek support to address needs such as bandwidth, skill, internal communication and unity.
- **Information Storage and Flow:** Establish effective mechanisms for storing and managing information and communicating with community on action plans, progress and barriers.

# Appendix

## Collective Vision | Where Are We Headed?

EP Strategies produced a *draft* community vision statement from participant responses to a question about what it would be like if the WHRC met its long-term charge. *The WHRC's long-term charge is to uphold and defend everyone's right to free and equal exercise of their human and civil rights and privileges*[xxv]. The statement below is offered as a starting place to help guide and inspire the city and its stakeholders toward long-term goals and aspirations. Please note, the Watertown community would need to be involved to review, edit and sign off on this statement for it to be used publicly as a "community vision statement".

### Draft Community Vision

The community is safe and welcoming for everyone, including but not limited to immigrants of all statuses, people with varied disabilities, ages and cultures, etc. The city acknowledges the different needs people have across and within groups.

There is a culture of everyday kindness, empathy, and shared respect that enables all residents and families to peacefully exist as their full selves. All community members exercise their rights without fear of discrimination or marginalization. We celebrate diverse cultures and facilitate cultural awareness. Social cohesion is strong.

There is fairness, equality and no or little discrimination e.g., children learn about respect and equality in schools; businesses show they are welcoming to everyone; workplaces provide equitable economic and access opportunities; and police officers and leaders treat everyone with respect.

Community members know how to access resources and supports when they need them. Reporting happens when incidents occur. If someone experiences discrimination they know where to go and trust the city will listen and respond.

The city knows who its residents and employees are and what they need, proactively reaches out to different groups with varied needs and is hearing from everyday people regularly. Everyone's voice truly matters. People can walk into city meetings and feel like they belong, their voices are heard and their ideas considered.

The city and commission are perceived as making the world a better place and its partnerships and impact extend beyond Watertown. Land, water and all animals matter; we understand that human rights cannot be dependent on the government.

*This report was written by Elizabeth (Liz) Peck, Principal and Founder of EP Strategies, located in Watertown, Massachusetts. To learn more about Liz and EP Strategies, please visit her website or reach out by email: elizabeth@peckpolicystrategies.com.*

[i] The Action Plan committee members were WHRC Commissioners Liz Aeschlimann, Susan Musinsky and Sarah Zoen, Commission Co-Chair. Doug Newton was the city staff person.
[ii] Participants were required to be 18 and older to participate, due to legal reasons.
[iii] The facilitation of focus group and interview questions varied - but the questions were designed to be consistent. Participants signed up via this sign up form or by directly emailing EP Strategies. Interviews and the disability focus group were conducted virtually, and the LGTBQIA+, Spanish speaking immigrants and general focus groups were conducted in person at the Watertown Public Library. Every participant was offered a $20 gift card to Stop and Shop and encouraged to offer feedback on emerging findings presented at two Commission working meetings before this report was finalized.
[iv] Additional limitations included attrition between participant sign-up and turn-out for in-person focus groups. The LGBTQIA+ focus group had significant attrition in turn out (70%). Additionally, due to the limited scope of this project only a certain number of focus groups and interviews could be conducted. There was demand among LGBTQIA+ community and Spanish speaking immigrants for virtual focus group options that were not offered.
[v] The disability focus group comprised people with varied disabilities including persons who were deaf, blind, immunocompromised, used a wheelchair and/or were caregiving for one or more child(ren) with disabilities.
[vi] The complete questions asked were: 1 Did you even know Watertown had a human rights commission before this?; 2 Do you have a general sense of what the Watertown Human Rights Commission does?; 3 Do you feel empowered to engage with the City about human rights concerns?; 4 Is the Commission beginning to make an impact on urgent issues or underserved needs?; 5 Is the WHRC beginning to foster mutual understanding and respect amongst diverse people and groups here in Watertown?; and 6 Do you see the WHRC as an accessible resource, referral and support around concerns, complaints, or questions of discrimination or unequal treatment?
[vii] The Watertown Welcomes All sticker helps businesses show their support for Watertown's LGBTQ+ community and is cosponsored by the World in Watertown and the Watertown Human Rights Commission." More information can be found on the World in Watertown website.
[viii] Other examples of how the Commission on Disability utilizes this revenue include braille materials production and captioning or ASL interpreters for city-wide events.
[ix] ICE stands for U.S. Immigration and Customs Enforcement.
[x] ESL stands for English as a Second Language and is language used by Watertown Public Schools.
[xi] DEIB stands for Diversity, Equity, Inclusion and Belonging.
[xii] Participant ideas about communication and soliciting community input included having an anonymous phone number people can call with concerns; installing a drop box at the library and having open town meetings where people share experiences without fear of judgement and consequences.
[xiii] One idea for a means of communicating resources was a welcome packet mailed to every new resident.
[xiv] Additional participant ideas were: Create places people can meet up and talk about issues; Pay people to come together so it is more accessible for people of lower incomes; Hold community gatherings for Black community members to talk about how to include and support them in feeling at home in Watertown.
[xv] The acronyms WPS and WPD stand for Watertown Public Schools and Watertown Police Department.
[xvi] Disability focus group participants shared these ideas for increasing reasonable accommodations:

- Increase awareness and compliance with Watertown's "reasonable accommodations" statement and accessibility guidelines (e.g., for city websites).
- Expand required captioning (participants said captioning was required at restaurants and bars, and that some other locations provided it by choice).
- Get to know the day to day lives of people with disabilities to appropriately acknowledge differing needs. For example, one participant shared that retrieving a trash bin after pick up day as person who is blind can be quite unsafe and time consuming.

Disability focus group participants shared these ideas for improving physical safety and access:

- Support disability-inclusion elements of the city's new outdoor space plan.
- Ensure places with pedestrian traffic have consistent wheelchair access, smoothly paved sidewalks, proper signage, lighting and accessible pedestrian crossing signals
- Pay careful attention to the design of and adherence to bicycle lanes and floating bus routes.
- Address Watertown Square by Galen St. and Nonantum Rd., which is a particularly dangerous area.
- Ensure all restaurants and public places have accessible buildings (e.g., no steps/a ramp) and bathrooms.
- Explore means to appropriate on-demand transportation for wheel-chair users and potentially others.

[xvii] Different cultural celebration/inclusion ideas were: to establish a Latin cultural group or committee of immigrants/Latinos; host a World Cup viewing party in Saltonstall Park; establish something around Latin Independence days in September; honor Hispanic heritage month (e.g., Boston raises a flag); and endorse multi-cultural festivals that include local history and Black culture to increase representation of the Black community.

[xviii] Participants suggested these groups as potential new partners for the WHRC: Watertown Community Foundation; The cultural council; Project literacy to reach more immigrant groups; and Armenian community groups. Participants also suggested that WHRC promote cross-city partnerships.
[xix] Participants wondered if the WHRC might pursue certain binding agreements about working with ICE to ensure the police are not accountable to ICE, establish a legal fund for immigrants, and partner with local businesses, Watertown Public Schools and Watertown Police Department to enhance training for teachers and police.
[xx] SEPAC stands for Special Education Parent Advisory Council.
[xxi] SPED stands for Special Education. It is language used by Watertown Public Schools to describe certain services.
[xxii] See endnote xvi
[xxiii] Non-exhaustive list of groups most directly impacted by concerns highlighted in this report and/or people disproportionately likely to experience disparities in regard to human rights:

- Transgender (and LGBTQIA+) people
- Immigrants most likely to be targeted by ICE
- Prominent and/or marginalized non-English language speakers and immigrant groups (e.g., Eastern European, Haitian, Brazilian and Chinese community members)
- Youth under 18
- Students, including those with disabilities and members of SEPAC (Special Education Parent Advisory Council)
- Indigenous people and groups working on Indigenous priorities
- Adults with disabilities
- Black community members
- Refugee groups
- Other racial/ethnic and religious groups, including those who are middle eastern, Muslim, Jewish Armenian and/or Asian.
    - *In particular, this assessment only included a small number of Armenian, Asian and Middle Eastern participants and no Muslim participants.

All walks of life/those potentially not sufficiently captured by this assessment:

- Community members with conservative politics
- Long-term residents who may not be involved in providing input to the WHRC on Watertown's changing landscape
- Veterans

[xxiv] See endnote xvii
[xxv] Paraphrased from WHRC ordinance No. 2023-O-66; 31.70 Purpose section (A) on "Purpose".